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ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to place co-op students on the job: (1) after completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job; (2) given student data on three hypothetical students, tentatively match each student to appropriate training stations; (3) for a hypothetical co-op program in your service area, develop or revise a training agreement form that could be used in placing students on the job; and (4) based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as a teacher-coordinator in an actual teaching situation, place co-op students on the job") is to be assessed. The information sheets cover the placement interview, placement forms, training agreements, and training plans. (CML)

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ED323418

Place Co-op Students on the Job

Second Edition

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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The University of Georgia
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,500 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri–Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri–Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
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THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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- Developing educational programs and products.
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MODULE J-5

Place Co-op Students on the Job

Second Edition

Module J-5 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

A vital part of the many responsibilities of the teacher-coordinator in a cooperative vocational education program is placing a student on the job. Some claim that this activity is the most interesting work of the coordinator. Placement by the coordinator involves establishing training stations (student job stations) and helping co-op students select training stations that parallel their interests and abilities. The challenge for the coordinator is to help establish the most effective situation for students to progress toward their career objectives, while meeting legal requirements.

At this point you should have competence in establishing goals and criteria for your co-op program and in using these criteria to evaluate and enroll students and to evaluate and secure training stations. This module is designed to assist you in developing skills that will enable you to successfully match students and training stations and to place your students on the job.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, place co-op students on the job. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 85–88 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job (*Learning Experience I*).
2. Given student data on three hypothetical students, tentatively match each student to appropriate training stations (*Learning Experience II*).
3. For a hypothetical co-op program in your service area, develop or revise a training agreement form that could be used in placing students on the job (*Learning Experience III*).
4. Based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program, in identifying and enrolling prospective students, and in identifying and securing prospective training stations. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1
- *Enroll Students in Your Co-op Program*, Module J-3
- *Secure Training Stations for Your Co-op Program*, Module J-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

References, covering the most up-to-date information regarding the legal considerations involved in placing students on the job, that you can review. These are available at no cost from the U.S. Department of Labor, Wage and Hour Division.

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum.* Third Edition. Danville, IL: The Interstate Printers and Publishers, 1981.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. *Kentucky Cooperative Vocational Education Coordinator's Handbook.* Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

Reference: Mitchell, Eugene F. *Cooperative Vocational Education: Principles - Methods - Problems.* New Edition. Boston, MA: Allyn & Bacon, 1977.

Reference: Wanat, John A., and Snell, Margaret A. *Cooperative Vocational Education: A Successful Education Concept. How to Initiate, Conduct and Maintain a Quality Cooperative Vocational Education Program.* Springfield, IL: Charles C. Thomas, 1980.

A cooperative education coordinator's guide, produced in your own state, that you can review.

Videotapes: Richardson, Donald, and Beall, Charles, "Training Plans" and "Placing Students," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment to use in viewing the videotapes on training plans and student placement.

Materials to use in preparing a rough draft of a brochure for employers explaining the legal provisions for employing a co-op student.

Learning Experience II

No outside resources

Learning Experience III

Required

A resource person to evaluate your competency in developing or revising a training agreement.

Optional

A training agreement to revise for use in a hypothetical co-op program in your service area.

Learning Experience IV

Required

A resource person to evaluate your competency in developing a training plan for yourself.

Learning Experience V

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can place co-op students on the job.

A resource person to assess your competency in placing co-op students on the job.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

NOTES

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job.

You will be reading the information sheet, Placing a Student on the Job, pp. 9–33.

You will be locating and reviewing appropriate sections of the most up-to-date information on the legal considerations involved in placing students on the job, available from the U.S. Department of Labor or the state agency having jurisdiction in your state.

You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education;* Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum;* Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook; Cooperative Vocational Education Guide for Coordinators and Administrators;* Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems;* Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept;* and/or a guide to cooperative education produced in your own state.

You may wish to view the following videotapes: "Training Plans" and "Placing Students."

You may wish to prepare a brochure that explains legal provisions for employing a co-op student.

You may wish to compile a list of the hazardous occupations common to your service area.

You will be demonstrating knowledge of the techniques and procedures for placing a student on the job by completing the Self-Check, pp. 36–38.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 39.

Activity 1

Placing co-op students on the job involves preparing students for initial contacts with prospective employers, developing training agreements and training plans, and effectively using a variety of other placement forms. For information on preparing students and using the forms required in the job-placement process, read the following information sheet.

PLACING A STUDENT ON THE JOB

Assume you have determined a prospective co-op student's career objective, minimal basic skills, general occupational training, and specific job skills. Assume you have determined what types of jobs and learning experiences each prospective training station has available. At that point, you can tentatively begin to match students to training stations.

Each student should have the opportunity to talk to at least **three employers**, if possible. This gives students experience in applying for a job and gives them an element of choice. Furthermore, should their first choice fall through, it gives them other options.

Similarly, each training station employer should have the opportunity to talk to at least **three students**. This gives employers the opportunity to choose the person they consider to be best suited to the job.

The Interview

Before any student is sent out to talk to an employer, you as the teacher-coordinator are responsible for providing that student with **interview skills**. During a pre-school orientation or in the first few weeks of school, all students, as a group or individually, should receive instruction on how to prepare for and how to act during an interview. This instruction should include the following:

- How to prepare a resume
- How to fill out written application forms
- What types of questions an employer typically asks
- What types of questions the student should be prepared to ask
- How to prepare for an interview
- What the employer will be looking for during the interview in terms of appearance and presentation

It is helpful to allow each student an opportunity to practice these skills in a simulated situation before going out on an actual interview.[1]

The next step is to contact the employer and set a time for each interview. Sample 1 shows a **job interview card**. You fill out and sign the front of this card and give it to the student. This tells the student where to be, when to be there, and the name of the person who will be conducting the interview.

When the student arrives at the interview, he/she gives this card to the interviewer. At this point, the card serves as a letter of introduction from you. The back of the card provides the employer with an opportunity to summarize impressions of the interview and of the student. The employer then sends the card back directly to you.

This process allows you (1) to keep up-to-date, (2) to help a student to improve, before future interviews, in any areas identified as weak, and (3) to determine an employer's likes and dislikes before scheduling other student interviews with that employer.

1. To gain skill in providing students with interview skills, you may wish to refer to Module F-5, *Assist Students in Applying for Employment or Further Education*; and Module L-12, *Prepare Exceptional Students for Employability*.

SAMPLE 1

JOB INTERVIEW CARD

INTRODUCTION CARD FOR INTERVIEW

This card introduces Mary Lou Dickson who has applied for enrollment in the Cooperative Program. This student is interested in the position of Typist/File Clerk

This student should report to: Firm T & J Accounting

Address 412 Warner Drive Interviewer Mr. Terry Andrews

Phone 335-4030 Appointment Date May 5, 1986 Time 2:00 p.m.

(SCHOOL NAME)
(ADDRESS)
(PLEASE COMPLETE THE OTHER SIDE OF THIS CARD AND RETURN TO SCHOOL)

Bob Chandler
COORDINATOR

EMPLOYER'S REPORT OF JOB INTERVIEW

Please complete this card and mail to Robert Chandler

EVALUATION OF STUDENT DURING INTERVIEW:

Name: Mary Lou Dickson

POISE:	☐ At Ease	☐ Composed	☑ Nervous
ATTITUDE:	☐ Cocky	☐ Cooperative	☑ Reserved
VERBAL EXPRESSION:	☐ Clear, Logical	☑ Unclear	☐ Poor Grammar

Will accept for employment: ☐ Summer ☑ Fall

☐ Will not accept for employment. Reasons: _____

Date 5-6-86 Signature Terry Andrews

Forms for Placement

The forms for placement that will be covered here are (1) Application for a Social Security Number, (2) work permit (including intention to employ), (3) forms to meet special placement needs, (4) training agreement or memorandum, and (5) training plan. These are not presented here chonologically, since the appropriate time for completing each varies.

In addition, some states combine the intention to employ, the training agreement, and the training plan into a single form. You will need to check to see whether your institution, district, or state has specific forms you must use. These forms will be treated separately here, for simplicity's sake.

Application for a Social Security Number

If a student is employed and paid wages, then taxes and Social Security withholding will be deducted from those wages. In order to be covered by Social Security, the student should complete an Application for a Society Security Number well in advance of employment.

These forms (see sample 2) are available from any Social Security Administration (SSA) office, and completed forms should be returned to the SSA office nearest to you. To identify the location of the nearest SSA office, look in the blue pages of the phone book, under U.S. Government Offices.

The SSA form includes 14 simple-to-complete items. Included with the form will be detailed instructions and an explanation of why the information is needed and how it will be used.

Work Permit

Work permits, also known as age or employment certificates, serve the function of protecting the employer from violating child labor laws. An example is provided in sample 3.

Part A of this form, **Intention to Employ**, is completed by the employer when the employer decides to hire a particular student who is a minor. The employer includes the details regarding the amount of time and the hours the student will be expected to work and the type of work the student will be doing.

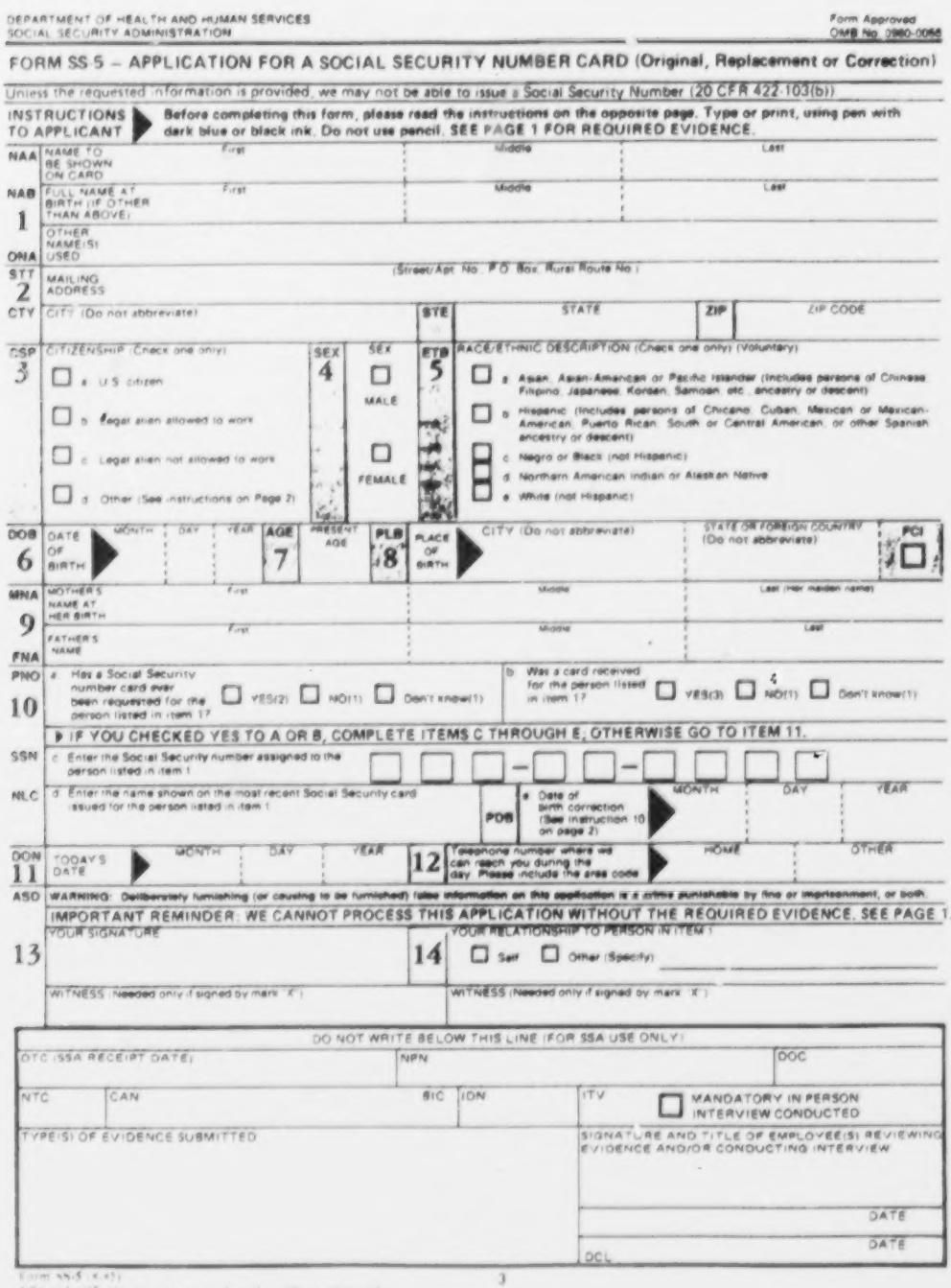
After Part A is completed, the student must have a parent or guardian complete Part B, **Parent's Consent**. This simply verifies that the parent or guardian is aware of the employment conditions and approves of them.

The student then must have the principal or teacher-coordinator complete Part C, **School Record**. This is not a complete school record. It simply verifies that the student has at least a minimal grasp of the English language, and it indicates what grade level the student has completed.

Finally, the student must take the completed form and proof of age (e.g., birth certificate or baptismal record) to the district or county superintendent of schools. If approved, the work permit box at the top will be checked.

SAMPLE 2

APPLICATION FOR SOCIAL SECURITY NUMBER



DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

Form Approved
OMB No. 0960-0066

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ **Before completing this form, please read the instructions on the opposite page. Type or print, using pen with dark blue or black ink. Do not use pencil. SEE PAGE 1 FOR REQUIRED EVIDENCE.**

NAA 1 — NAME TO BE SHOWN ON CARD — First | Middle | Last

NAB — FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First | Middle | Last

ONA — OTHER NAME(S) USED

STT 2 — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CTY — CITY (Do not abbreviate) | STE — STATE | ZIP — ZIP CODE

CSP 3 — CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX 4 — SEX
- ☐ MALE
- ☐ FEMALE

ETB 5 — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian-American or Pacific Islander (includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. Northern American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB 6 — DATE OF BIRTH ▶ MONTH | DAY | YEAR

AGE 7 — PRESENT AGE

PLB 8 — PLACE OF BIRTH ▶ CITY (Do not abbreviate) | STATE OR FOREIGN COUNTRY (Do not abbreviate) | FCI ☐

MNA 9 — MOTHER'S NAME AT HER BIRTH — First | Middle | Last (Her maiden name)

FNA — FATHER'S NAME — First | Middle | Last

PNO 10 — a. Has a Social Security number card ever been requested for the person listed in item 1? ☐ YES(2) ☐ NO(1) ☐ Don't know(1)

b. Was a card received for the person listed in item 1? ☐ YES(3) ☐ NO(1) ☐ Don't know(1)

▶ **IF YOU CHECKED YES TO A OR B, COMPLETE ITEMS C THROUGH E; OTHERWISE GO TO ITEM 11.**

SSN — c. Enter the Social Security number assigned to the person listed in item 1 ☐☐☐-☐☐-☐☐☐☐

NLC — d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1

PDB — e. Date of birth correction (See instruction 10 on page 2) ▶ MONTH | DAY | YEAR

DON 11 — TODAY'S DATE ▶ MONTH | DAY | YEAR

12 — Telephone number where we can reach you during the day. Please include the area code ▶ HOME | OTHER

ASD — **WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.**

IMPORTANT REMINDER: WE CANNOT PROCESS THIS APPLICATION WITHOUT THE REQUIRED EVIDENCE. SEE PAGE 1.

13 — YOUR SIGNATURE

14 — YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify)

WITNESS (Needed only if signed by mark 'X')

WITNESS (Needed only if signed by mark 'X')

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

OTC (SSA RECEIPT DATE)	NPN	DOC
NTC / CAN	BIC / IDN	ITV ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED
TYPE(S) OF EVIDENCE SUBMITTED	SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW	DATE
		DATE
	DCL	

Form SS-5 (X-93)
USE and PAST EDITIONS may be used until supply is exhausted

3

12 14

SAMPLE 3

WEST VIRGINIA WORK PERMIT

☐ Work Permit
☐ Vacation Work Permit
☐ Special Work Permit
☐ Age Certificate

A. INTENTION TO EMPLOY

Prospective employer completes this section. Date _____

The undersigned expects to employ _____
(Name of minor)

as _____
(Specify type of work minor will perform)

Starting time _____ a.m. / p.m. Stopping time _____ a.m. / p.m.

Total hours per day _____ Total hours per week _____ Total days per week _____

The undersigned agrees to legally employ said minor and return the permit to the issuing Officer within two days after the termination of the employment of the minor shown above.

_____
(Name of firm) (Address) (Telephone)

_____
(Type of industry) (Signature of firm's representative)

B. PARENT'S CONSENT

Parent or guardian completes this section. Date _____

I, the parent or guardian of _____, do hereby agree and consent to this employment by the above named employer in the specified occupation.

_____
(Signature of parent or guardian) (Address of parent or guardian)

C. SCHOOL RECORD

Principal or teacher completes this section. Date _____

This certifies that _____
(Name of minor)

can correctly read and write simple sentences in the English language and has completed the _____ grade.

_____
(Signature of principal or teacher)

_____
(Name of school)

_____
(Address of school)

Forms to Meet Special Placement Needs

During the placement process, you as a teacher-coordinator need to be aware of legal requirements (child labor laws) and assist employers in ensuring that they are meeting all these requirements.

If you are a teacher-coordinator in a service area in which your students might be placed in union positions, you need to meet with officials of the unions and discuss with them how provisions for students might be included in their contracts. These provisions need to be discussed with management at the same time they are being discussed with union officials.

In some instances, you may also find it necessary to assist employers in obtaining information concerning their federal and/or state wage and hour classifications. In order to accomplish this, all you need to do is to contact the nearest office of the U.S. Department of Labor (Wage and Hour Division). These offices will be able to supply you with all necessary information, as well as any forms or publications you may need.

You should keep in mind that if there is a difference between federal and state standards (e.g., if your state's minimum wage is $2.30 per hour and the federal minimum wage is $3.35 per hour), the federal rate applies if the employer is subject to standards under the Fair Labor Standards Act. This is determined on the basis of the size of the firm. Additional information can be obtained from the U.S. Department of Labor, Wage and Hour Division.

There may be times and/or situations when it is desirable, in terms of benefits to a student, to place that student in a situation at subminimum wages. There are provisions within wage and hour legislation that allow for this type of special placement. Sample 4 shows the form that employers must use to request approval to pay a student a subminimum wage. This is not a widely used procedure and, as a teacher-coordinator, you should make certain that the quantity and quality of training that will be received justify payment of subminimum wages.

Because of the nature of the work for which they are being trained, some students will need to be employed in occupations that have been legally defined as hazardous (e.g., mining occupations, logging occupations). If you find that this is true of one of your students, contact the nearest office of the Department of Labor to obtain all necessary information for placing the student in such a position.

SAMPLE 4

SPECIAL PLACEMENT FORM

OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

OFFICIAL USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: 3B. DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)?*	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

Tel. No. *(Include Area Code)*

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

Tel. No. *(Include Area Code)*

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 881-506

Training Agreement

The training agreement is the agreement among the school, employer, student, and (for minor students) parents. It clarifies co-op program policies and procedures, specifies that a training plan will be followed, and outlines the specific responsibilities of each party involved. It should also include the following:

- Student's career objective
- Occupation to be taught
- Beginning and ending dates of the training period
- Average number of hours per week the student will be employed
- Maximum and minimum hours to be worked per day and per week
- Rate of pay the student is to receive, if any
- Conditions for increases in wages
- Amount of school credit to be earned (determined by district- or state-level authorities)
- Cooperatively arranged school and work schedules
- Released time provided for the student during normal school hours for on-the-job training
- Time for the student to participate in extracurricular activities, such as club activities and sports events that fall during working hours
- Compliance with federal, state, and local labor laws (e.g., meets minimum wages and maximum working hours)
- Name, date of birth, address, and telephone number of the student
- Name, address, and telephone number of the school and/or teacher-coordinator
- Name and position of the on-the-job instructor
- Effective date of the agreement

The training agreement is not a legally binding document. Rather, it is a businesslike way of finalizing the terms of student employment, communicating the provisions to each of the concerned parties, and ensuring that the teacher-coordinator is consulted before any changes are made in a student's placement.

As the teacher-coordinator, you need to explain carefully to all parties what the agreement is for and what it contains. You then need to obtain the signature of each party: employer, students, and (for minor students) parents. The school also needs to have a representative sign the agreement: you, as the teacher-coordinator, will usually act as the school representative. Each of these parties should be given a copy of the agreement.

Samples 5–8 are examples of training agreements. When you look at these samples, note the responsibilities listed in each and the variations among the four forms. Notice that sample 6 is in the form of a checklist, which can be adapted to particular situations by checking the responsibilities that apply.

In discussing the work permit and the training agreement, it was mentioned that these forms need to stipulate hours and wages. At some point in the placement process, you, the student, and the employer need to discuss and agree on acceptable hours and wages. To do this, you must be fully versed in state and federal child labor standards. Before discussing hours and wages with a student and employer, you should review these wage and hour laws and prepare guidelines for minimum and maximum hours and wages.

SAMPLE 5

WEST VIRGINIA TRAINING AGREEMENT

Student's Name _____ Birth Date _____ Age _____

Student's Address _____ Telephone _____

School _____ Telephone _____

Training Station _____ Telephone _____

Address of Training Station _____

Training Supervisor _____ Position _____

Dates of Training Period: From _____ To _____

Average Number of Hours of Training Per School Day _____

Career Objectives _____

Criteria for approval are the following:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees, but work under their close supervision.
4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his/her operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

RESPONSIBILITIES

The STUDENT-LEARNER considers his/her job experience as contributing to his/her career objectives and agrees to do the following:

1. To be regular in attendance, both in school and on the job.
2. To perform his/her training station responsibilities and classroom responsibilities in an efficient manner.
3. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
4. To conform to the rules and regulations of the training station.
5. To furnish the teacher-coordinator with necessary information about his/her training program.
6. To consult the teacher-coordinator about any difficulties arising at the training station or related to his/her training program.
7. To participate in those cocurricular school activities that are required in connection with the cooperative vocational education program.

The PARENTS of the student-learner, realizing the importance of the training program in the student-learner's attaining his/her career objectives, agree to do the following:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he/she is traveling to and from the school, the training station, and his/her home.

The TRAINING-STATION, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees to do the following:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his/her career objective.
2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.
3. To adhere to all federal and state regulations regarding child labor laws, and other applicable regulations.
4. To assist in the evaluation of the student-learner.
5. To provide time for consultation with the teacher-coordinator concerning the student-learner and to discuss with the teacher-coordinator any difficulties the student-learner may be having.
6. To provide available instructional material and occupational guidance for the student-learner.

The TEACHER-COORDINATOR, representing the school, will coordinate the training program toward a satisfactory preparation of the student-learner for his/her occupational career objective and agrees to do the following:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

By:

_____	_____
Employer	Parent
_____	_____
Job Supervisor	Student-Learner
_____	_____
Teacher-Coordinator	Date

SAMPLE 6

ARIZONA TRAINING AGREEMENT

Student _____ Date of Birth _____

Occupational Objective _____ Social Security No. _____

Training Agency _____ Date _____

Address _____ Telephone Number _____

Dept. in Which Employed _____ Job Supervisor _____

Parent or Guardian _____ Res. Tel. _____ Bus. Tel. _____

Address: Residence _____ Business _____

1. The student agrees to—

___ a. Do an honest day's work.
___ b. Be punctual, properly attired and groomed, and loyal.
___ c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
___ d. Be courteous and considerate of employer, customers, and others.
___ e. Keep required records of cooperative training program.
___ f. Be alert to perform unassigned tasks that promote the welfare of the business.
___ g. Contact the teacher-coordinator before resigning.

2. The parents agree to—

___ a. Placement of the student in this cooperative training station.
___ b. Provide a method of getting the student to and from work.
___ c. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
___ d. Assume full responsibility for any action or happening pertaining to the student-trainee from the time he/she leaves campus until he/she reports to the training station.

3. The teacher-coordinator, on behalf of the school, agrees to—

___ a. Give systematic instruction at the school related to the student's duties and responsibilities at the training station.
___ b. Visit the student on the job at intervals for the purpose of supervising him/her.
___ c. Show discretion as to time and circumstances for visits, especially when the work of the training station is pressing.

4. The employers agree to—

___ a. Provide the student with opportunities to learn how to do well many jobs in this business.
___ b. Assign the student new responsibilities according to his/her ability and progress.
___ c. Help the teacher to make an honest appraisal of the student's performance and progress.
___ d. Avoid subjecting the student-trainee to unnecessary hazards.
___ e. Contact the teacher-coordinator before discharging the student.

5. All parties agree that—

___ a. The length of the cooperative training period will include a minimum of _____ hours commencing on _____ and terminating on _____.

___ b. Working hours during the cooperative training period will normally be as follows:

From: _____ To: _____ During school days _____

From: _____ To: _____ On other days _____

___ c. A beginning wage of _____ per hour will be paid.

We, the undersigned, indicate by affixing our signatures that we have read and understand the purpose and intent of this Training Agreement:

Student _____ Employer _____

Parent _____ Teacher _____

SAMPLE 7

PENNSYLVANIA TRAINING AGREEMENT

Approval is subject to the terms of this agreement; signing the agreement indicates approval to the program, including the following conditions:

The Employer

1. Student-learner will not displace a regular worker.
2. The employer will provide a monthly rating of the student. The school will provide a monthly rating sheet.
3. The student-learner will be paid a legal wage, and it will increase as he/she progresses and is deserving.
4. The student-learner will be given progressive and challenging work activities.
5. The student-learner will be covered by worker's compensation or comparable insurance while on the job.

The Student, Parent

1. The student-learner will perform the duties in a loyal and faithful manner and work to the best interests of all concerned.
2. The student-learner and parents will be responsible for the transportation between the school and employment.
3. The student-learner will be covered by ample insurance for travel time to and from work.

The School

1. The program will be under the direct supervision of a certified coordinator.
2. The student-learner will receive related instruction from the school, including safety instruction.
3. The coordinator will periodically visit and evaluate the student at the training station.

All Parties

1. A schedule of organized, progressive work processes to be performed on the job has been prepared and stated on the reverse side of this agreement.
2. Safety instruction given by the school and employer will be correlated with on-the-job activities.
3. The program shall comply with all state, federal, and local labor laws.
4. There will be a 10-day trial period for the student to adjust and prove him/herself.
5. The program may be terminated at any time providing there is due cause and all parties have been given sufficient notice.

SCHOOL SECTION

School _____ City or Town _____

County _____ Type of Program _____
(T&I, DE, Interrelated, etc.)

This is a ONE _____ TWO _____ year program.

Weekly In-school Related Instruction Class _____ hrs.

STUDENT SECTION

Name _____ Grade Level _____ Date of Birth _____

Occupational Objective _____ DOT Code No. _____

Hours in School Weekly _____ Hours at Work Weekly _____

EMPLOYER SECTION

Company Name _____ Type of Business or Industry _____

Beginning Date of Employment _____ Starting Hourly Rate _____

Daily Hours _____ A.M./P.M. to _____ A.M./P.M. (Normal school day only)

As the employer, I am—

Subject to the provisions of the Fair Labor Standards Act	Yes __	No __
Subject to the Pennsylvania minimum wage provisions	Yes __	No __
Covered under Worker's Compensation Act	Yes __	No __

We, the undersigned, agree to the terms and statements contained in this agreement.

_____ Employer

_____ Student

_____ Coordinator

_____ Parent

SAMPLE 8

TRAINING AGREEMENT

School _____

In Cooperation with

Employer _____

Supervisor _____

Street _____

City _____ Phone _____

Job Title _____

Daily Work Schedule

	M	T	W	T	F	S	S
From							
To							

Total Legal Working Hours Per Week _____

☐ REGULAR
☐ PART G

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Trainee _____ HR. _____

Street _____

City _____ Phone _____ Zip _____

Social Security No. _____

Grade _____ Age _____ Sex: M F

Date of Birth _____

Rate of Pay _____ Deviation: YES NO

Date Employment Begins _____

Expected Completion Date _____

JOB ACTIVITIES

1st Quarter	% Time	3rd Quarter	% Time
2nd Quarter	**% Time**	**4th Quarter**	**% Time**

TIME OF RELATED INSTRUCTION CLASS	
First Semester	Second Semester

Some Responsibilities of Program Participants

1. Trainee will abide by the regulations and policies of his/her employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employment of the trainee shall conform to all federal, state, local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex, or national origin.
5. The employer shall contact the coordinator before the trainee is removed from his/her job and notify the coordinator of any violations committed by the trainee.

Student _____ Date _____

Parent _____ Date _____

Employer _____ Date _____

School Official _____ Date _____

White—*Office Copy* Yellow—*Employer's Copy*

Pink—*School Copy* Blue—*Trainee's Copy*

UTHE/72 (adapted)

Training Plan

The completion of a training plan is probably the most vital step in placing a student on the job. It provides a summary of the competencies to be developed by the student for success in his/her chosen occupational field. It also indicates whether these competencies are to be developed at the training station, in the classroom, or both. Examples of training plans are shown in samples 9–13.

Where does this list of competencies come from? In some states, training plans already exist for individual occupations. A plan of this type would have a complete listing of the competencies needed to perform successfully in a particular occupation. The teacher-coordinator uses the completed list as a checklist, checking those competencies that will be included in the training and instruction of a particular student.

In other states, the teacher-coordinator is responsible for generating this list of competencies, but help and guidance are available from the following sources:

- No matter what form is to be used, input from the **student** is necessary. Students have career objectives, and they all probably have some, at least tentative, ideas about what sorts of learning experiences they are interested in or feel they need. You can use the student's input to begin your list.
- The **employer** undoubtedly has an excellent fix on the competencies needed by employees in particular jobs. On-the-job instructors most assuredly know what competencies employees must have to perform successfully in their jobs. Add the inputs from these sources to your list.
- There are **documents** that can be of help. You may have noticed on the training agreement form, sample 7, that there is a blank for the DOT Code Number. This refers to the *Dictionary of Occupational Titles* (DOT).[2] The DOT provides (1) a code number for each occupation included in it, (2) job classifications and definitions, and (3) physical demands, working conditions, and training time for each job. This document can also help you in determining the competencies needed for particular occupations.

  Another source of this type is the *Occupational Outlook Handbook*,[3] published every other year by the U.S. Bureau of Labor Statistics, which uses DOT code numbers.
- If you have expertise in **analyzing occupations**, you can develop a realistic list of the tasks, duties, and responsibilities for individual occupations or jobs.[4]
- Once again, do not forget your **occupational advisory committee**. The members of this committee should possess a good deal of occupational expertise and, thus, can assist you in analyzing an occupation and preparing a training plan.

When you have synthesized the competencies suggested by (1) the student, (2) the employer, (3) the job analysis, and (4) the advisory committee, then you can work jointly with the student and the employer to develop a final plan.

In the final plan, broad occupational areas of training and specific experiences for developing competencies should be identified. Competencies should be logically sequenced. And the plan should specify where the student will receive instruction for each competency—on the job, in school, or both.

Space should be provided on the training plan for entering the employer's periodic rating of the student's performance on the job. Copies of the final plan must then be distributed to each of the parties involved.

Once a workable plan is developed for a student in a specific training station, it can be adapted for other students who are placed there or in similar jobs. The training plan, however, should always be adapted to the **individual student** and the **specific training station**.

The training plan is always subject to change as the student progresses through the program and the student's strengths and weaknesses are uncovered. You and the training sponsor may often find it necessary to alter and add to the original plan. A time schedule of job rotation is a good thing to have in the plan, but with the understanding that the student is rotated only when he/she achieves satisfactory performance.

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2. U.S. Department of Labor, Bureau of Employment Security. *Dictionary of Occupational Titles* (Washington, DC: U.S. Government Printing Office, current edition).

3. U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook* (Washington, DC: U.S. Government Printing Office, current edition).

4. To gain skill in analyzing an occupation, you may wish to refer to Module A-7, *Conduct an Occupational Analysis*.

SAMPLE 9

WEST VIRGINIA TRAINING PLAN

COOPERATIVE EDUCATION

OCCUPATIONAL OUTLINE AND TRAINING PLAN FOR THE SCHOOL YEAR _____

NAME _____

DATE _____

COORDINATOR'S INITIALS _____

A. Title of Your Occupation (See O.E. Coding) _____

_____

_____

B. O.E. Number _____

C. Name and Address of Training Station _____

_____

_____

D. Name of Owner _____

E. Name of Trainer _____

F. Individual Study References Available:

Classroom—	Training Station—
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

G. Areas of Experience on the Job and Training for the School Year:

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

H. Detail or Outline of On-the-Job Experiences:

1. _____
   a. _____
   b. _____
   c. _____
   d. _____
2. _____
   a. _____
   b. _____
   c. _____
   d. _____
3. _____
   a. _____
   b. _____
   c. _____
   d. _____
4. _____
   a. _____
   b. _____
   c. _____
   d. _____
5. _____
   a. _____
   b. _____
   c. _____
   d. _____
6. _____
   a. _____
   b. _____
   c. _____
   d. _____

COOPERATIVE EDUCATION
RELATED STUDY SUMMARY

Occupation: _____ Student: _____

Employer: _____ Week: _____ to _____

DATE ASSIGNED	LESSON SUMMARY	DATE COMPLETED	GRADE

SAMPLE 10

ARIZONA TRAINING PLAN

Date _____

Employer's Name _____ **Student's Name** _____

The training plan should consist of those specific activities in which the student is to participate at the training station. These activities should be developed cooperatively with the teacher-coordinator and the participating employer. Related instruction should be planned to supplement the proposed training experiences. One copy of this student training plan should be given to the employer, one to the student, and one retained by the teacher-coordinator.

Jobs and Responsibilities the Student-Trainee Should Perform on the Job:

(List in order of doing to extent possible)

SAMPLE 11

MINNESOTA TRAINING PLAN

COOPERATIVE VOCATIONAL EDUCATION TRAINING PLAN			
Student _____		Firm _____	
RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	EVALUATION	SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON THE JOB	EVALUATION
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	
Period from _____ to _____ 1. 2. 3.		Period from _____ to _____ 1. 2. 3.	

SAMPLE 12

TRAINING PLAN

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Date _____ Student _____

By _____ By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE	**USOE Code No.** _____	**DOT Code No.** _____
DOT DESCRIPTION:		

CURRENT JOB:	**USOE Code No.** _____	**DOT Code No.** _____
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES DESIRED	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	

UTHE/72 (adapted)

TRAINING PLAN: BREAKDOWN OF TRAINING AND RESPONSIBILITY

Page ____

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in the cooperative program. These may be skills, attitudes, knowledge of technical content, and understandings. Check the appropriate column to show whether the competency will be developed at the training station or the school or both; you may also indicate the number of hours of training if you desire. In the "Completion" column, indicate whether the competency has been completed and/or achieved using this key: C = completed; PC = partially completed; NC = not completed; and NA = not applicable. The far-right column may be used for any special purposes you may have.

No.	Major Competencies to Be Developed (Skills, knowledge, attitudes, understandings)	Training at		Completion				
		Training Station	Related Class	C	PC	NC	NA	

TRAINING PLAN: RESOURCES AND REFERENCES

Page ____

List resources and reference materials that are available at school or at the training station to help the student-trainee achieve the specific career objective: (a) Include job manuals, company policy statements, professional or trade journals, product information brochures, fringe benefit materials, job instruction sheets, and other types of job- or product-related materials. (b) Include instructional materials and projects available in the related class, such as textbooks, workbooks, library references, competency-based modules, and so on. (c) List names of persons, companies, and associations that the student may contact for assistance and information.

Training Station	Related Instruction Class
1	1
2	2
3	3
4	4

TRAINING PLAN: SCHEDULE FOR PROJECTS

Page ____

Period No. ____ from _____ 19 ____ to _____ 19 ____

Schedule of Tasks to Be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/Project	Date Due	Evaluation
a		a		
b		b		
c		c		

SAMPLE 13

TRAINING PLAN FOR COOPERATIVE DISTRIBUTIVE EDUCATION

The A&P Company will permit Steven Smith from XYZ High School to enter their establishment as an employee under the supervision of Mr. John Manager for the purpose of gaining knowledge and experience in the occupational area of Food Distribution (04.06) so that the student may prepare for a career as a(n) Supermarket Manager.

Approx. Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
8 weeks	Grocery Department:				
	1. Locate merchandise	x			
	2. Replenish merchandise	x			
	3. Log, price, and mark merchandise	x	x		
	a. Utilize price book				
	b. Determine zones, specials, discontinued items, etc.				
	c. Make price changes as needed				
	4. Return damaged goods	x			
	5. Construct displays (point-of-purchase, end-of-aisle, store-front, special-feature)	x	x		
	6. Utilize stockkeeping equipment and supplies (two-wheel handcart, box cutter, tag puller, price tags, ink remover, aprons, etc.)	x	x		
	7. Inventory merchandise	x			
	8. Make "price checks" at competing stores	x			
4 weeks	Produce Department:	x	x		
	1. Perform same duties and procedures as described in Grocery section				
	2. Code-date merchandise				
	3. Handle and store perishable items				
4 weeks	Dairy and Frozen Foods:	x	x		
	1. Perform same duties and procedures as described in Produce and Grocery sections				
4 weeks	Bakery Department:	x	x		
	1. Perform same duties and procedures as described in Produce and Grocery sections				
	2. Review prices as merchandise ages				
8 weeks	Meat Department:				
	1. Research cuts of meat	x	x		
	2. Merchandise meat (cut, trim, wrap, date, rewrap, etc.)	x			
	3. Control freshness	x			
	4. Prepare order control guides and control ordering	x			
	5. Study and adhere to Board of Health rules	x			

Approx. Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
2 weeks	Cashiering and Checking:				
	1. Extend appropriate cordialities	x	x		
	2. Unload carts	x	x		
	3. Itemize merchandise according to departments	x	x		
	4. Calculate and record appropriate taxes	x	x		
	5. Operate stamp-dispensing machine	x			
	6. Refund bottle deposits	x			
	7. Handle food stamps and welfare coupons	x			
	8. Handle merchandise coupons	x			
	9. Cash checks	x			
	10. Handle premium offers and game devices	x			
	11. Bag merchandise	x	x		
	12. Extend closing cordialities	x	x		
	13. Close cash drawer	x	x		
	a. Count money, paid-out slips, checks, cash register errors, etc.				
	b. Complete cash short and over form				
All year	Advertising:				
All year	1. Check weekly media for featured items	x			
2 weeks	2. Prepare newspaper advertisements	x	x		
All year	3. Prepare copy for featured merchandise	x	x		
All year	Human Relations	x	x		
All year	Store Care and Maintenance:				
	1. Sweep, dust, mop, wax, and clean as needed and directed	x			
	2. Replenish store care supplies	x			
4 weeks	Office Procedures:				
	1. Schedule personnel in line with budget	x			
	2. Supervise cash register procedures	x			
	3. Prepare payroll	x			
	4. Answer telephone	x	x		
	5. Adjust complaints	x	x		
	6. Cash checks	x	x		

In order to have the most up-to-date and complete information regarding the legal considerations involved in placing students on the job, you need to familiarize yourself with the procedures and standards published by the appropriate federal and state agencies.

If there is a **local office** of the U.S. Department of Labor, Wage and Hour Division, located conveniently near you, you may contact that office to obtain the information you need on federal standards. Persons employed there are very willing to assist you, and their publications covering the information you need are available free of charge. These publications should also be available through the **library** or your **resource center**.

Examples of relevant Wage and Hour Division publications include the following: Bulletins 101 and 102 on child labor requirements in nonagricultural and agricultural occupations, respectively; Bulletin 1282, "Handy Reference Guide to the Fair Labor Standards Act"; Bulletin 1236, "A Message to Young Workers About the Fair Labor Standards Act, as Amended in 1977"; and Bulletin 1343, "Employment of Student-Learners."

You should also contact the state government office having jurisdiction over labor laws in your state (e.g., department of labor or department of industrial relations) for information on state standards. State laws may differ from federal laws in their minimum age and hazardous occupations regulations, and they are often wider in scope than the federal law. When establishments are covered by both federal and state laws, the higher standard generally prevails.

By talking with persons at the federal and state levels and reviewing sections of publications pertaining to your service area and your state, you should be able to obtain the information you need to place students on the job in accordance with federal and state standards.

For further information on the techniques and procedures for placing co-op students on the job, you may wish to read sections dealing with this topic in one or more of the following supplementary references:

- *A Guide for Cooperative Vocational Education*
- Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*
- Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*
- *Cooperative Vocational Education Guide for Coordinators and Administrators* (which focuses on postsecondary programs)
- Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems*
- Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept*
- A guide to cooperative education produced by your own state department of education or a local university

Guides such as these present a variety of guidelines, criteria, and planning techniques that have proved successful in the respective cooperative programs.

You may wish to view the videotapes, "Training Plans" and "Placing Students," from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University.

"Training Plans" shows the steps in the development of a training plan: (1) the teacher-coordinator and sponsor meet to review the on-job portion of the plan completed by the sponsor; (2) the teacher-coordinator and student meet to review the in-school portion of the plan completed by the student; and (3) the teacher-coordinator, sponsor, and student meet to discuss and finalize the plan.

"Placing Students" shows the first meeting between the teacher-coordinator and on-the-job instructor following student selection. During this meeting, the teacher-coordinator reviews the program, training agreement, student duties, and evaluation forms with the on-the-job instructor.

When you are actually working as a teacher-coordinator, one of your responsibilities is to explain to prospective employers the legal provisions for employing co-op students. An excellent technique for doing this is to prepare a **brochure** for employers summarizing the key information they need to know. You may wish to prepare a rough draft or mock-up of a brochure you could use for this purpose. Module G-3, *Develop Brochures to Promote Your Vocational Program*, could be of assistance if you decide to work on this activity.

You may wish to develop a list of the occupations in your service area that are considered to be hazardous by federal and state standards. This information is available in the Wage and Hour Division publications you located in this learning experience.

The following items check your comprehension of the material in the information sheet, Placing a Student on the Job, pp. 9–33, and in the federal and state labor agency publications.

SELF-CHECK

I. Essay:

Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

1. Why is it a good practice to have students apply for their training position, rather than to assign them to a specific training station?

2. What are the essential elements in a training agreement, and what purposes does the training agreement serve?

3. Who should be involved in the preparation of the training plan, and why?

4. What purpose does a training plan serve in the cooperative vocational education program?

II. Outline:

Using the information you have obtained from the required reading or from federal and state labor agencies, prepare an outline of **current** federal and state requirements regarding the following:

- Minimum age for employment
- Employment certificates required
- Maximum number of hours per day and hours per week of employment
- Night work prohibitions
- Mandatory meal periods
- Compulsory hours of school attendance
- Hazardous occupation permits
- Permits for subminimal wages
- Union contract provisions

Also include in your outline any special provisions that may apply to students in your service area that are not included in the above list. (Remember that if state standards differ from federal standards, the higher standards generally prevail.)

Compare your written responses to the self-check items with the model answers given below. For Part I, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points. For Part II, your outline must meet the standards explained in the model response.

MODEL ANSWERS

I. Essay:

1. There are several reasons why it is a desirable practice to have students apply for their training positions. One reason is that the students need to have practice in actually applying for a job and to realize the importance of being able to present themselves well. In addition, having the students apply preserves the employer's right to select the individual who will best fit the position and the firm. This process also allows the teacher-coordinator to work with employers in determining where a student needs help in improving his/her ability to interview successfully.

2. The training agreement states the specific responsibilities of all the parties (school, student, employer, parents). It also covers such necessary items as wages (what the beginning wage shall be, any provisions for raises); hours of employment (both hours of the day and what the minimum and/or maximum number of hours per week should be); the exact position that the student will have; who will be responsible for serving as the on-the-job instructor; and so on.

   The agreement also helps to clarify such program policies as the following: the student's responsibility for notifying the employer if he or she is going to miss work; how the student's absence from school affects his/her attendance at work; and the exact procedure for removing the student from the training station by any of the parties' request.

3. The teacher-coordinator has the major responsibility for the development of the training plan, but others should also be involved. The **teacher-coordinator** will have the major responsibility for seeing that the knowledge, skills, concepts, and attitudes needed by the student are outlined in the plan. Since the **student** is the person most affected by the plan, he/she should also be involved in its preparation in order to help set goals and to know what will be expected of him/her.

   The **employer** and/or **on-the-job instructor** need to be involved since they will be responsible for providing a part of the training. They also can provide guidance and assistance in terms of what the student needs in order to be successful in today's job market. The **occupational advisory committee** should review the plans once they are developed in order to ensure that all elements have been included and to provide additional material and/or resources, if needed.

4. The training plan actually serves as the basis for determining the curriculum in a cooperative vocational education program. The plan helps all parties involved in the training (student, on-the-job instructor, and teacher-coordinator) to understand what training will take place and where it will be provided (either in school or on the job). It will also help to ensure that students develop the knowledge, skills, concepts, and attitudes needed for success in their chosen occupation. The final purpose of the training plan is to provide a basis for evaluating the student, both in class and on the job.

II. Outline:

The model answer for this item is contained within the federal and state labor agency publications.

Level of Performance: For Part I, your responses should have covered the same **major** points as the model answers. For Part II, the information in your outline should agree exactly with the information contained in the federal and state labor agency publications. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Placing a Student on the Job, pp. 9–33, and the government publications, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given student data on three hypothetical students, tentatively match each student to appropriate training stations.

You will be reviewing the student data for each of three hypothetical students: Mary Lou Dickson, pp. 43–49; Betty Scott, pp. 50–56; and Wayne Moore, pp. 57–64.

You will be making specific recommendations for training station placement for each student, using the Decision Sheet, pp. 65–67.

You will be evaluating your competency in selecting appropriate training stations for each student by comparing your completed Decision Sheet with the Model Answers, pp. 69–70.

On pp. 43–64, you will find a set of data for each of three prospective co-op students: Mary Lou Dickson, Betty Scott, and Wayne Moore. Included in the data provided on each student are the following items:

- An application for admission to the co-op program that has been completed by the student
- The student's cumulative record
- An analysis of the student's recruitment interview, written by you, the teacher-coordinator
- Three teacher recommendations concerning the student's strengths and weaknesses

Review the data for each student. As you review, look for information that would affect that student's **job placement**.

MARY LOU DICKSON STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☑ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Mary Lou Dickson Date 3/17/86 Grade 11

Address 8796 West Tenth Street Telephone 888-9786

Age 16 Height 5'4" Weight 185 Birthday 6/3/69 Social Security No. 497-84-7467

Do you have any physical disabilities? Yes ☐ No ☑

If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health Good Hobbies None

Activities: Athletic _____ School _____

Religious _____ Community _____

FAMILY BACKGROUND

Father:
Name Albert Dickson Street Same

Occupation Baker City _____ ZIP _____

Mother:
Name Roberta Dickson Street Same

Occupation Baker City _____ ZIP _____

With whom do you live (check one)? ☑ Your Parents ☐ Father ☐ Mother ☐ Guardian ☐ Other
If other, please specify relationship _____

Number of brothers 0 Ages _____ Number of sisters 0 Ages _____

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Sales & Stockgirl	Dickson Bakery	1983-86

Are you available for summer employment? No

Could you drive to work? Yes Other transportation? _____

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	English	Prescott	206
2	U.S. History	Lemke	303
3	Bookkeeping	Johnson	110
4	Lunch		
5	Shorthand	Smith	104
6	Typing	Thompson	105
7	P.E.	Harrison	Gym

What courses do you plan to take next year? Shorthand, Govt., English, Office Machines

List three teachers you would ask to recommend you for this program.

Miss Prescott

Mr. Johnson

Miss Smith

CAREER INTEREST

How did you learn of Co-op training? Posters & leaflets

Why do you want to take Co-op training? For experience & money

What kind of a job would you like to train for in this program? Secretarial

Which would you prefer to work with (check one)? ☑ Your hands ☐ Machines ☐ People

Given the opportunity to work for any company in this area, which company would you choose? Nu-Way Insurance Company

What do you plan to do after graduation? don't know

What are your future education plans? don't know

What would you like to be doing five years from now? don't know

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Mary Lou Dickson
STUDENT

UTHE/72 (adapted)

CUMULATIVE SCHOOL RECORD

Student Mary Lou Dickson Date 3/25/86

COURSES TAKEN	GRADES							
	1983–84		1984–85		1985–86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	B	B	C	C	C			
General Math/Algebra	C	C						
General Science/Biology	C	B						
World History/U.S. History	C	C			C			
Basic Business			C	C				
Typing	B	A	B	B	B			
Shorthand					C			
Bookkeeping			B	B	B			
P.E.	D	D	D	D	D			
Tardiness	2	2	2	1	1			
Absences	0	1	2	1	0			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

70 Verbal Reasoning
80 Numerical Ability
45 Abstract Reasoning
60 Space Relations
40 Mechanical Reasoning
40 Clerical Speed & Accuracy
30 Language Use—Spelling
32 Language Use—Sentences

Intelligence Level: Aver. +

Health Record: Weight Problem

GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72 (adapted)

COORDINATOR'S ANALYSIS OF MARY LOU'S RECRUITMENT INTERVIEW

Poise: Mary Lou seemed somewhat poised. She wasn't nervous, and she answered all questions politely and calmly.

Attitude: Mary Lou appeared to be quite cooperative; however, she was rather passive. She responded to questions, but only as required.

Personality: Mary Lou seemed to be rather introverted and to lack self-confidence. She was somewhat shy and quiet in some of her responses, and she tended to minimize her skills and abilities.

Verbal Expression: She used some slang, and most of her answers were extremely brief, but overall she spoke clearly and used fairly good grammar.

Initiative: Mary Lou seemed fairly apathetic about many things. She did not indicate any drive to become a secretary, nor did she put much effort into "selling" herself during the interview.

General Comments: Mary Lou doesn't really seem to have a clear-cut or strong career goal (e.g., "**any kind** of office job would be okay"; "I thought about being a secretary to somebody in a **big** company"; and "I think a **small** office would be nice"). Contradictory information such as this suggests that she hasn't given the whole idea too much thought. Her casual remark that "and maybe I could even get married" seems more to the point. It would seem that she thinks that in an office as a secretary, she could find a husband; finding a husband might be the real "career goal."

Her general attitude toward almost everything discussed was highly lethargic, apathetic, and nonchalant (e.g., she'd like to lose weight, but says she can't seem to make any progress in that area; she says that if she practiced more and concentrated harder, she could improve her typing and shorthand, but she doesn't seem concerned enough to act on that knowledge; she says she has no outside interests at school or at home; she knows shorthand, but says she doesn't use it to take notes in her other classes; and she spends most of her spare time reading magazines or watching TV).

Mary Lou doesn't seem to have a very positive self-concept; this could be due to her weight problem, aggravated by the fact that her father yells at her a lot.

Stated Career Objective: "Secretary in a small office." This is a realistic goal in terms of her course work, her grades, and her skills.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☑ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) English

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Apparently reads a lot, but does let assignments slide once in a while.

What do you feel are the student's weak points?

Not working up to her potential.

Other Comments—

Needs to lose weight; her weight seems to bother her a good deal.

Date 4/2/86 Signature B. Prescott

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☑ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) Shorthand

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) Shorthand

(Indicate Level) (b) 80 wpm

Special Talents

What do you feel are the student's strong points?

Good attendance -- average student

What do you feel are the student's weak points?

Slovenly in her habits, doesn't get along too well with others, quiet, withdrawn

Other Comments—

Date 3/31/86 Signature J. Smith

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP		X			
INDUSTRIOUSNESS				X	
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does assignments on time
Works well by herself

What do you feel are the student's weak points?

Lacks confidence in dealing with others

Other Comments—

Overweight seems to be a problem; she is acutely aware of her weight and it affects her confidence

Date 3/28/86 Signature A. Johnson

UTHE/72 (adapted)

BETTY SCOTT STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Betty Scott Date 3/14/86 Grade 11

Address 1786 Oakland Telephone 356-4892

Age 16 Height 5'10" Weight 140 Birthday 2/27/70 Social Security No. 499-78-6945

Do you have any physical disabilities? Yes ☐ No ☑

If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health good Hobbies sewing, cat

Activities: Athletic _____ School choir

Religious choir Community _____

FAMILY BACKGROUND

Father:
Name John Street 1786 Oakland

Occupation tool & die City _____ ZIP _____

Mother:
Name Elizabeth Street -same-

Occupation secretary City _____ ZIP _____

With whom do you live (check one)? ☑ Your Parents ☐ Father ☐ Mother ☐ Guardian ☐ Other
If other, please specify relationship _____

Number of brothers 2 Ages 10, 14 Number of sisters 5 Ages 20, 18, 8, 6, 4

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
babysitting	neighbors	since 13

Are you available for summer employment? yes

Could you drive to work? no Other transportation? none

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	Shorthand I	Smith	104
2	English	Prescott	206
3	P.E.	Harrison	Gym
4	Lunch		
5	Bookkeeping	Johnson	110
6	History	Lemke	303
7	Study Hall	Wright	202

What courses do you plan to take next year? Shorthand, Am. Govt., Business English, Office Practice

List three teachers you would ask to recommend you for this program.

Miss Smith

Mr. Johnson

Mrs. Thompson

CAREER INTEREST

How did you learn of Co-op training? a friend

Why do you want to take Co-op training? to earn money

What kind of a job would you like to train for in this program? secretary

Which would you prefer to work with (check one)? ☐ Your hands ☐ Machines ☐ People

Given the opportunity to work for any company in this area, which company would you choose? Apex Insurance Company

What do you plan to do after graduation? work as a secretary

What are your future education plans? none

What would you like to be doing five years from now? secretary -- maybe married

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Betty Scott
STUDENT

UTHE/72 (adapted)

CUMULATIVE SCHOOL RECORD

Student Betty Scott Date 3/20/86

COURSES TAKEN	GRADES							
	1983–84		1984–85		1985–86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	D	D	C	D	C			
General Math/Algebra	D	C						
General Science/Biology	C	C						
World History/U S. History			D	C	C			
Basic Business	C	C						
Typing			C	B				
Shorthand					D			
Bookkeeping					D			
P E.	A	B	B	B	C			
Social Science	D	D						
Tardiness	0	0	0	0	0			
Absences	2	4	2	12	3			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

18 Verbal Reasoning
27 Numerical Ability
5 Abstract Reasoning
20 Space Relations
50 Mechanical Reasoning
35 Clerical Speed & Accuracy
10 Language Use—Spelling
12 Language Use—Sentences

Intelligence Level: Aver.

Health Record: _____

GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72 (adapted)

COORDINATOR'S ANALYSIS OF BETTY'S RECRUITMENT INTERVIEW

Poise: Betty did not seem nervous, nor did she seem calm and self-possessed. Perhaps "nonchalant" best describes her bearing.

Attitude: Betty seemed to want to be cooperative, and she certainly seemed eager to get a job—any job. Her attitude toward her low grades and other problems was quite **casual**. She admitted that the problems exist but seemed to think that if she waits, they'll go away.

Personality: She was outgoing and straightforward.

Verbal Expression: Betty's language was full of slang, and her English was rather sloppy (e.g., "Ya," "kinda," "you know," "naw," "gettin").

Initiative: She has a real drive to get a **job**, but in terms of her grades in bookkeeping and shorthand or a career as a secretary, she didn't exhibit much concern. She said she tries, and her teachers indicate that she tries, but she doesn't seem terribly troubled about her lack of success. She doesn't seem to see the relationship between school and getting a job.

General Comments: Betty seems to really want to get a job, but she does not really have a career objective to be a secretary. She'll take anything, "just so it's a job," and just so she can earn money. Based on the interview, it would appear that Betty does not have a very realistic view of what being in cooperative education involves or what holding a job means. She seem to think a job is some magic, easy device for getting out of school and earning a lot of money.

She said things are going all right in school, and yet she's gotten *D*s in shorthand and bookkeeping and may not pass shorthand. In terms of office skills, she said that she **can** type and take shorthand but that she's **not too good** in them. However, according to her teachers, she **is** a good typist, and she **can't** take shorthand well enough to pass. Her attitude did seem to verify one teacher's comment—that Betty will work if she likes something (and has the skill to do it).

Betty seemed truly eager to do anything she could to get a job, and although she said any job would do, she kept coming back to office work as her "calling" in life (e.g., "I think I'll end up working in an office anyway"). Her excessive absence in the tenth grade was due to mumps, so there doesn't seem to be an absenteeism problem.

Stated Career Objective: "A job; any kind, anywhere; perhaps a secretary in an office." This is realistic if the job involves no shorthand or bookkeeping. Based on the information obtained thus far, her typing skill and pleasant personality should qualify her for some sort of office job.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☑ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Shorthand I

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP		X			
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER	X				
GETTING ALONG WITH OTHERS			X		

Any Special Job Skills? (a) Don't know

(Indicate Level) (b) Very poor -- probably will not pass this year.

Special Talents Poor reader and speller.

What do you feel are the student's strong points?

She tries. Agreeable personality.

What do you feel are the student's weak points?

Lack of poise. Somewhat uncoordinated and can't take the pressure of speed building.

Other Comments—

She would probably like a routine job.
She wants to be grown-up.

Date 4/7/86 Signature J. Smith

UTHE/72 (adapted)

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TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
✓ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS				X	

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Tries but lacks some of the basic math concepts and skills.
Has difficulty handling debits and credits.

What do you feel are the student's weak points?

Misses assignments. Immature. Slow student.

Other Comments—

Job would have to be something she liked or she would not be able to succeed.

Date 4/18/86 Signature H. Johnson

UTME/72 (adapted)

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TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☑ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Typing

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					X
LEADERSHIP					X
INDUSTRIOUSNESS					X
POISE				X	
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS					X

Any Special Job Skills? (a) Typing

(Indicate Level) (b) 40-45 wpm

Special Talents

What do you feel are the student's strong points?

Willing to work; pleasant to everyone

What do you feel are the student's weak points?

Fidgety -- likes to talk

Other Comments—

Yes, has lots of energy and pep.
Good attitude.

Date 4/15/86 Signature A. Thompson

UTHE/72 (adapted)

WAYNE MOORE STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/14/86 Grade 11

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5'8" Weight 140 Birthday 3/9/69 Social Security No.

Do you have any physical disabilities? Yes ☐ No ☑

If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health Good Hobbies Movies

Activities: Athletic School

Religious Cathlic Community

FAMILY BACKGROUND

Father:
Name Street

Occupation City ZIP

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City ZIP

With whom do you live (check one)? ☐ Your Parents ☐ Father ☑ Mother ☐ Guardian ☑ Other
If other, please specify relationship wive

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience.

Job Title	Employer	Dates
Passed out leflet	Don't know	Oktober

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P.E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. Krause

Mr. Schrader

Mr. Gibson

CAREER INTEREST

How did you learn of Co-op training? Conslor tole me

Why do you want to take Co-op training? to earn money

What kind of a job would you like to train for in this program? Drive-in oner

Which would you prefer to work with (check one)? ☐ Your hands ☐ Machines ☐ People

Given the opportunity to work for any company in this area, which company would you choose? View & Chew Drive-in

What do you plan to do after graduation? On a drive-in.

What are your future education plans? None

What would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore
STUDENT

UTHE/72 (adapted)

CUMULATIVE SCHOOL RECORD

Student Wayne Moore Date 2/17/86

COURSES TAKEN	GRADES							
	1983–84		1984–85		1985–86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10 Verbal Reasoning
14 Numerical Ability
9 Abstract Reasoning
46 Space Relations
37 Mechanical Reasoning
23 Clerical Speed & Accuracy
16 Language Use—Spelling
17 Language Use—Sentences

Intelligence Level: 87

Health Record: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom 2/22/85

Was suspended for using profanity in a classroom 4/12/85

Attendance has been a problem -- Was married 2/1/86 as girlfriend was pregnant

W. Hobson
Coordinator's Signature

UTHE/72 (adapted)

1. Language Spoken in Household
   - [X] English
   - [ ] Other
   - [ ] Spanish

2. Youth Lives With
   - [ ] Both Parents
   - [ ] Father only
   - [X] Other (specify): Wife
   - [ ] Guardian
   - [X] Mother only

3. Marital Status of Youth
   - [ ] Single
   - [ ] Separated or Divorced
   - [X] Married
   - [ ] Widowed

4. Number of Persons
   - A. Living in Household: 6
   - B. In Family: 2

5. Number of Youth's Own Children in Household: 0

6. Head of Household Is
   - [ ] Father
   - [X] Mother
   - [ ] Female Guardian
   - [ ] Male Guardian
   - [ ] Other (specify):

7. During Last Week, Head of Household
   - [X] Worked 35 Hours or More
   - [ ] Worked Less Than 35 Hours
   - [ ] Was Not Working

8. Other Household Members Employed 35 Hours or More Per Week
   - [ ] Father
   - [ ] Mother
   - [ ] Brothers/Sisters
   - [ ] Other

9. Usual Occupation of
   - Father:
   - Mother: Cleaning Lady Sometimes

10. Estimated Annual Family Income
    - [X] Below $4000
    - [ ] From 4000 to 4999
    - [ ] From 5000 to 5999
    - [ ] From 6000 to 6999
    - [ ] From 7000 to 7999
    - [ ] From 8000 to 8999
    - [ ] From 9000 to 9999
    - [ ] $10,000 or above

11. Youth Contributes to Support of Family: [ ] Yes [X] No

12. Youth Resides in Public Housing: [X] Yes [ ] No

13. Family Receives Welfare Assistance: [X] Yes [ ] No

14. Has Youth Held a Job for Which He/She Received Wages?
    - [X] Yes
    - [ ] No
    - If no, skip to number 21

15. Currently Working: [ ] Yes [X] No

16. Hours Worked Per Week on Current or Last Job: 4

17. Earnings Per Hour on Current or Last Job: $1.25

18. Has Youth Ever Held a Job of 30 Days or More? [ ] Yes [X] No

19. No. of Weeks Since Last Job Held 30 Days or More:

20. Job Title(s) of Jobs Lasting 30 Days or More:

21. Highest School Grade Completed: 10

22. Has Youth Ever Left High School Before Graduating? [X] Yes [ ] No

23. Reasons for Leaving School
    - [ ] Academic
    - [X] Discipline
    - [ ] Graduation
    - [ ] Economic
    - [ ] Health
    - [ ] Other

24. Number of Months Since Leaving High School: 10

25. Prefers to Work
    - [X] With Hands
    - [ ] With Machines
    - [ ] With People

26. Prefers to Work in (mark two)
    - [ ] Bakery
    - [ ] Construction Firm
    - [ ] Discount Store
    - [ ] Garage
    - [ ] Gas Station
    - [ ] Grocery Store
    - [ ] Maintenance Work
    - [ ] Nursery/Garden Store
    - [ ] Nursing Home/Hospital
    - [ ] Office
    - [ ] Restaurant
    - [ ] Sales

UTME/72 (adapted)

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COORDINATOR'S ANALYSIS OF WAYNE'S RECRUITMENT INTERVIEW

Poise: Wayne was not poised. He was too casual and flippant.

Attitude: His attitude was flippant, cocky (e.g., "I'm gonna own a drive-in," "Oh I can do anything now"). His tone of voice was sullen and suspicious for the most part. His statements about school were all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He was open and a bit aggressive. He wasn't unfriendly, but he was slightly hostile and his cockiness didn't help to make a very positive impression.

Verbal Expression: Wayne spoke sloppily. His use of the English language was substandard—not appropriate for interview situations. It would not be adequate for certain jobs, especially those dealing directly with customers.

Initiative: Although he has ambitious plans to own a drive-in theater, there is some evidence that Wayne is fairly lazy. One of the reasons he took art and shop was that "they're easier." When he was hired to pass out leaflets, he only worked a month because "it was getting too cold for this walkin' door-to-door stuff." His initiative was mostly bravado, and he seemed irresponsible.

General Comments: Wayne has a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but he has no idea of how long it takes or how much work is involved. All his questions indicated that he wants to get the best deal he can with the least effort on his part. He is weak on the ability to follow through in a job (e.g., he made a birdhouse but never hung it), and he has a tendency to shrug off any possible weakness in his attitudes and skills as "no big deal."

Stated Career Objective: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☐ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally, usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span -- constantly needs discipline and supervision. Immature.

Other Comments—

Has great plans for himself ... At least he sets goals.

Date 2/20/86 Signature Leo Gibson

UTHE/72 (adapted)

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TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☐ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work -- alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming -- definite problem.

Date 2/20/86 Signature Bob Schrader

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

☐ AG ☐ HEALTH
☐ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood, etc., and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure -- seems not to have any friends.

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/86 Signature Gene Krause

UTHE/72 (adapted)

Assume that you are a teacher-coordinator of a co-op program. The following sheet[5] is designed to help you make recommendations for job placement for each of the three hypothetical students, based on the data you were provided about each student. Part I concerns Mary Lou, Part II concerns Betty, and Part III concerns Wayne. Specific directions for responding to the items are included with each item.

DECISION SHEET

I. Mary Lou Dickson:

1. Which of the three following job openings would you consider **first** as a potential job placement for Mary Lou? Place **a check** in the blank to the right of your first choice.
   a. Receptionist—pleasant phone voice, public contact galore, little shorthand needed. _____
   b. Secretary—varied duties, public contact galore, little shorthand needed. _____
   c. General office work in large company—answer phone, keep customer accounts up-to-date, type, and file. _____

2. In terms of future placement for students with profiles similar to Mary Lou's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. Cook wanted—part-time at drive-in.	
b. General office—answer phone, post ledgers, do billing.	
c. Gas station attendant—no mechanical ability needed.	
d. Waitress in 24-hour cafe—must be able to cope.	
e. Extended care facility needs young person who likes to work with people.	
f. Grocery sacker.	
g. Janitor for office building from 2–4 p.m. Floor care experience helpful. Good references needed. Must have own transportation. Apply in person.	

5. Adapted from Uthe, *The Cooperative Vocational Program: Coordinator Techniques*, 1972.

II. Betty Scott:

1. Which of the three following job openings would you consider **first** as a potential job placement for Betty? Place **a check** in the blank to the right of your first choice.

   a. Receptionist—pleasant phone voice, aptitude for figures, average typing ability. _____
   b. Secretary—varied duties, public contact galore, little shorthand needed. _____
   c. General office work in large company—answer phone, keep customer accounts up-to-date, type, and file. _____

2. In terms of future placement for students with profiles similar to Betty Scott's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. General office—answer phone, keep accounts, type, file.	
b. General office—must like figures, machines. Choice spot for self-starter.	
c. General office—use your art flair, typing. Small no-pressure office.	
d. Trainee for bank teller.	
e. Receptionist—pleasant phone voice, average typing.	
f. Secretary—some shorthand, some dictaphone, phone.	
g. Light bookkeeping—will train.	
h. Greet and direct customers in large garage and auto repair shop.	
i. Sharp typist for legal office.	

III. Wayne Moore:

1. Which of the three following job openings would you consider **first** as a potential job placement for Wayne? Place **a check** in the blank to the right of your first choice.

   a. Custodian—AAA office, night work, general cleaning, occasional maintenance. _____

   b. Concession Stand Cashier—World Theater, previous experience in cashiering preferred; will consider a beginner if mature. _____

   c. Custodian—Galaxie Theater, general cleaning, days, maintenance work. _____

2. In terms of future placement for students with profiles similar to Wayne's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. Service trainee for color TV repair.	
b. Trainee for bank teller.	
c. Real estate salesperson.	
d. General cleanup in beauty shop two hours daily.	
e. Stock clerk in department store. Must be neat.	
f. Baker's helper. Clean, neat.	
g. Gas station attendant—must do oil and grease jobs.	
h. Delivery person in downtown area—no driving.	
i. Worker for concession stand in local theater, 4–7 p.m.	

NOTES

Compare your written responses on the decision sheet with the model answers[6] given below. Your responses should closely match the model responses.

MODEL ANSWERS

I. Mary Lou Dickson:

1. Job **c** would probably be the best choice. Because she lacks self-confidence, it's probably best to avoid the receptionist and the secretarial positions with their strong emphasis on public contact (and often many irate calls or callers). By working in a large office, however, Mary Lou will have an opportunity to develop confidence.

2. • Job **b** is the only one that is in keeping with Mary Lou's career objective, and she has the necessary skills for this job.
   • Because she works well by herself and doesn't get along too well with others, Jobs **c**, **d**, **e**, and **f** are inappropriate. These jobs also do not fit her career objective.
   • Because she has a weight problem that is contributing to her poor self-concept, Jobs **a**, **d**, and **f** are less desirable because they involve working with food. Furthermore, they do not fit her career objective.
   • Job **g** is not in line with Mary Lou's career objective.

II. Betty Scott:

1. Job **c** would probably be the best choice. However, she might also be placed at Job **a**, depending on the level of aptitude for figures that is needed. One teacher commented that Betty wanted to be "grown up," and she might perform rather well in the receptionist role.

   Also, if both Mary Lou and Betty interview for the position described in **c**, one of them is **not** going to get the job! So be sure to have a suitable back-up placement.

2. • Jobs **c** and **e** are in keeping with Betty's career objective and skills. Since typing is her strong suit and she does better without pressure, likes routine, and possesses at least average typing skills, Job **e** is a possibility. As in Item 1 above, the receptionist role may allow her to feel grown up; however, her lack of poise may not allow her to function well in this position.
   • Her lack of basic math concepts and skills would eliminate Jobs **a**, **b**, **d**, and **g**, since they involve accounting and bookkeeping.
   • Job **f** requires shorthand. This would probably not be a very good job for someone who will probably not pass Shorthand I this year and who is a poor reader and speller.
   • Job **h** does not fit her career objective, and she may lack the poise necessary to greet and direct customers.
   • Job **i** may be the least likely choice. Betty's skills just do not measure up to the pressures of a legal office. The fact that she is a poor reader and speller may exclude her from this job. However, since typing is her strongest skill and since she seems to show her best attitude in typing class, this job might be a good one for which to have Betty interview.

6. Adapted from Uthe, *The Cooperative Vocational Program: Coordination Techniques*, 1972.

III. Wayne Moore:

1. Job **c** would probably be the best choice, with a rotation to Job **b** later, perhaps.

2. • Based on Wayne's career objective, Job **i**, working in a theater, would be the most appropriate job.
   • The fact that Wayne has cleanliness and grooming problems would hurt his chances for Jobs **e** and **f**, but if he could improve in those areas, these **are** jobs for which he might qualify. They do not stipulate prerequisite training. His inability to work with others may make him an unsuitable baker's helper. On the other hand, this position would seem to offer the kind of supervision he needs.
   • Wayne does not have the skills or aptitude, at this point anyway, to consider Jobs **a**, **b**, **c** or **g**.
   • Jobs **d** and **h** might be good possibilities. Wayne has the skills necessary for Job **d** but would need to be supervised closely, especially since it's not a "theater" job. A possible problem with the delivery job might arise if this person were expected to go from place to place on his own, with only minimal supervision.

Level of Performance: Your recommendations should have closely matched those specified in the model answers. If you missed some points or have questions about any additional points you made, review the student data, pp. 43–64, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

For a hypothetical co-op program in your service area, develop or revise a training agreement form that could be used in placing students on the job.

You will be developing or revising a training agreement form for a co-op program in your service area.

Your competency in developing or revising a training agreement form will be evaluated by your resource person, using the Training Agreement Form Checklist, pp. 73–74.

Develop a training agreement form that could be used for a co-op program in **your service area**. You can either develop the form "from scratch" or locate an existing training agreement and adapt or revise it as necessary to produce an acceptable, complete, and usable form. You may use a form recommended by your state, one of the samples provided in this module (samples 5–8), or one from another source.

After you have developed your training agreement form, arrange to have your resource person review and evaluate your form. Give him/her the Training Agreement Form Checklist, pp. 73–74, to use in evaluating your work.

TRAINING AGREEMENT FORM CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The training agreement form provides the following information:				
a. school's responsibility	☐	☐	☐	☐
b. employer's responsibility	☐	☐	☐	☐
c. parents' responsibility (if student is a minor)	☐	☐	☐	☐
d. student's responsibility	☐	☐	☐	☐
2. The training agreement form provides space for the following information:				
a. student's career objective	☐	☐	☐	☐
b. occupation to be taught	☐	☐	☐	☐
c. beginning and ending dates of the training period	☐	☐	☐	☐
d. average number of hours per week the student will be employed	☐	☐	☐	☐
e. maximum and minimum number of hours to be worked per day and per week	☐	☐	☐	☐
f. beginning rate of pay the student is to receive	☐	☐	☐	☐
g. conditions for increases in wages	☐	☐	☐	☐
h. amount of school credit to be earned	☐	☐	☐	☐
i. name, date of birth, address, and telephone number of student	☐	☐	☐	☐
j. name, address, and telephone number of school and/or teacher-coordinator	☐	☐	☐	☐
k. name, address, and telephone number of the training station	☐	☐	☐	☐
l. name and position of the on-the-job instructor	☐	☐	☐	☐
m. signatures of all the parties involved	☐	☐	☐	☐
n. effective date of the agreement	☐	☐	☐	☐

	N/A	No	Partial	Full
3. The training agreement form requires that the parties involved agree to the following:				
a. cooperatively arranged school and work schedules	☐	☐	☐	☐
b. released time for on-the-job training	☐	☐	☐	☐
c. time provided for student extracurricular activities	☐	☐	☐	☐
d. compliance with all federal, state, and local labor laws	☐	☐	☐	☐
e. compliance with a jointly developed training plan	☐	☐	☐	☐
f. consultation with the teacher-coordinator on any change in the student's placement	☐	☐	☐	☐
4. The **form** of the training agreement is consistent with state specifications, if any. (The state plan for vocational education may contain these specifications.)	☐	☐	☐	☐
5. The **information** provided on the training agreement (e.g., school's responsibilities) is consistent with federal, state, and local guidelines	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Placing a Student on the Job, pp. 9–33, revise your training agreement form accordingly, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

Based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself.

You will be planning a hypothetical teacher training program for yourself and using the blank Training Plan, pp. 77–80, to explain and document your plan.

Your competency in developing a training plan will be evaluated by your resource person, using the Training Plan Checklist, pp. 81–82.

Assume that you have been given the task of developing a training plan that will be used to determine the teacher training you will receive. This may be preservice or inservice training. It may be training required for certification or training that is part of an advanced degree or professional development program. On pp. 77–80 is a blank training plan form for you to use in developing your plan. The plan you develop should reflect your situation, your training needs, and your ultimate career objective.

Current Job: If you are teaching at present, list your teaching position. If you are a preservice teacher, list the student teaching position you will or probably will have.

Training Station: Your training station is the school in which you are teaching or will be teaching as a student teacher. If you have not been assigned to a student teaching position yet, use the high school you attended to give you a frame of reference.

Related Classes: Your related classes are those classes or workshops in which you are now enrolled.

In developing your plan, consider the following:

- Your career objective
- The training and experience needed to meet that objective
- Your present level of training and experience
- The additional training and experience you need to meet your career objective
- How the "training station" and "related classes" can provide that training and experience
- The order in which the training and experience should be provided

TRAINING PLAN

Date _____ Student _____

By _____ By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE	**USOE Code No.**	**DOT Code No.**
DOT DESCRIPTION:		

CURRENT JOB:	**USOE Code No.**	**DOT Code No.**
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES DESIRED	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	

UTHE/72 (adapted)

TRAINING PLAN: BREAKDOWN OF TRAINING AND RESPONSIBILITY

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in the cooperative program. These may be skills, attitudes, knowledge of technical content, and understandings. Check the appropriate column to show whether the competency will be developed at the training station or the school or both; you may also indicate the number of hours of training if you desire. In the "Completion" column, indicate whether the competency has been completed and/or achieved using this key: C = completed; PC = partially completed; NC = not completed; and NA = not applicable. The far-right column may be used for any special purposes you may have.

No	Major Competencies to Be Developed (Skills, knowledge, attitudes, understandings)	Training at: Training Station	Related Class	Completion: C	PC	NC	NA		

(Continue on another page if necessary)

UTHE/79

TRAINING PLAN: RESOURCES AND REFERENCES

List resources and reference materials that are available at school or at the training station to help the student-trainee achieve the specific career objective: (a) Include job manuals, company policy statements, professional or trade journals, product information brochures, fringe benefit materials, job instruction sheets, and other types of job- or product-related materials. (b) Include instructional materials and projects available in the related class, such as textbooks, workbooks, library references, competency-based modules, and so on. (c) List names of persons, companies, and associations that the student may contact for assistance and information.

Training Station	Related Instruction Class
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18

(Continue on another page if necessary)

TRAINING PLAN: SCHEDULE FOR PROJECTS

Period No. ____ from _____, 19____ to _____, 19____

Schedule of Tasks to Be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		
j.		j.		
k.		k.		
l.		l.		
m.		m.		

(Continue on another page if necessary.)

UTHE/79

After you have developed your training plan, arrange to have your resource person review and evaluate your plan. Give him/her the Training Plan Checklist, pp. 81-82, to use in evaluating your work.

TRAINING PLAN CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	NO	Partial	Full
1. The **career objective** listed by the teacher accurately reflects his/her career goals	☐	☐	☐	☐
2. The **DOT description** fits the career objective	☐	☐	☐	☐
3. The **current job** listed by the teacher accurately describes his/her inservice, intern, or student teaching (present or future) position	☐	☐	☐	☐
4. The teacher accurately identified the **major tasks** that would be involved in the "current job"	☐	☐	☐	☐
5. The teacher accurately identified the **specific attitudes** desired for that "current job"	☐	☐	☐	☐
6. The teacher accurately identified the **machines to be used** by him/her in working in the "current job"	☐	☐	☐	☐
7. The teacher accurately identified the **special knowledge/content needed** for the "current job"	☐	☐	☐	☐
8. The teacher's **breakdown of training and responsibility** lists competencies that are consistent with all of the following:				
a. the DOT information given	☐	☐	☐	☐
b. the teacher's career objective	☐	☐	☐	☐
c. the teacher's "current job"	☐	☐	☐	☐
d. the additional training and experience needed by the teacher	☐	☐	☐	☐
9. The competencies in the **breakdown of training and responsibility** are listed in an appropriate sequence, if sequence is important	☐	☐	☐	☐
10. The teacher accurately identified a number of available **resources and references** that could assist him/her in acquiring the identified skills and knowledge	☐	☐	☐	☐

	N/A	No	Partial	Full
11. The teacher's **schedule for projects** lists				
a. realistic time periods and due dates	☐	☐	☐	☐
b. projects and instruction that relate well to the tasks to be learned	☐	☐	☐	☐
c. tasks that are clustered realistically or logically	☐	☐	☐	☐
d. tasks and related instruction that are consistent with the breakdown of training and responsibility	☐	☐	☐	☐
12. The overall training plan is a **realistic** and **comprehensive** plan for helping the teacher meet his/her career objective	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Placing a Student on the Job, pp. 9–33, revise your training plan accordingly, or check with your resource person if necessary.

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Learning Experience V

FINAL EXPERIENCE

While serving as a teacher-coordinator in an **actual teaching situation,*** place co-op students on the job.

As part of your duties as a teacher-coordinator, place a co-op student on the job. This will include—

- locating and reviewing the most recently published federal and state regulations governing the placement of students on the job
- matching students' career objectives to appropriate training
- assisting students in preparing for job interviews and in obtaining Social Security numbers
- setting up interview times for specific students at specific training stations
- placing one co-op student on the job following all necessary procedures

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review all forms (e.g., training plan) and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 85–88.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in placing co-op students on the job.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Place Co-op Students on the Job (J-5)

Name

Date

Resource Person

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. In matching students with tentative training stations, the teacher selected training stations that matched the students' career objectives	☐	☐	☐	☐	☐	☐
2. Each student was matched with at least three training stations	☐	☐	☐	☐	☐	☐
3. Each training station employer was given the opportunity to interview at least three prospective students	☐	☐	☐	☐	☐	☐
4. The teacher carefully prepared the students for the interviews (e.g., gave instruction in how to prepare a resume and how to dress appropriately)	☐	☐	☐	☐	☐	☐
5. The teacher took responsibility for setting up interview dates and times	☐	☐	☐	☐	☐	☐
6. The teacher provided students with introduction cards for the job interviews	☐	☐	☐	☐	☐	☐
7. The teacher got the completed interview evaluation fo ms back from the employers	☐	☐	☐	☐	☐	☐
8. The teacher assisted students in obtaining Social Security numbers if necessary	☐	☐	☐	☐	☐	☐
9. The teacher assisted students in obtaining work permits if necessary	☐	☐	☐	☐	☐	☐
10. The teacher and employer discussed hours and wages consistent with local, state, and federal labor laws	☐	☐	☐	☐	☐	☐
11. The teacher assisted the employer in obtaining authorization to pay a subminimum wage if necessary	☐	☐	☐	☐	☐	☐
12. The teacher assisted the employer in obtaining authorization to place a student in a hazardous occupation if necessary	☐	☐	☐	☐	☐	☐
13. The teacher worked with union officials and management to include students in union contracts if necessary	☐	☐	☐	☐	☐	☐
14. The teacher's training agreement form was consistent with any state specifications	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
15. The teacher's training agreement form provided the following information:						
a. school's responsibilities	☐	☐	☐	☐	☐	☐
b. employer's responsibilities	☐	☐	☐	☐	☐	☐
c. parents' responsibilities (if student is a minor)	☐	☐	☐	☐	☐	☐
d. student's responsibilities	☐	☐	☐	☐	☐	☐
16. The teacher's training agreement form provided space for the following information:						
a. student's career objective	☐	☐	☐	☐	☐	☐
b. occupation to be taught	☐	☐	☐	☐	☐	☐
c. beginning and ending dates of the training period	☐	☐	☐	☐	☐	☐
d. average number of hours per week the student will be employed	☐	☐	☐	☐	☐	☐
e. maximum and minimum number of hours to be worked per day and per week	☐	☐	☐	☐	☐	☐
f. beginning rate of pay the student is to receive	☐	☐	☐	☐	☐	☐
g. conditions for increases in wages	☐	☐	☐	☐	☐	☐
h. amount of school credit to be earned	☐	☐	☐	☐	☐	☐
i. names, addresses, telephone numbers, and signatures of all parties involved	☐	☐	☐	☐	☐	☐
j. name and position of the on-the-job instructor	☐	☐	☐	☐	☐	☐
k. effective date of the agreement	☐	☐	☐	☐	☐	☐
17. The teacher's training agreement form required that the parties involved agree to the following:						
a. cooperatively arranged school and work schedules	☐	☐	☐	☐	☐	☐
b. released time for on-the-job training	☐	☐	☐	☐	☐	☐
c. time provided for student extracurricular activities	☐	☐	☐	☐	☐	☐
d. compliance with all federal, state, and local labor laws	☐	☐	☐	☐	☐	☐
e. compliance with a jointly developed training plan	☐	☐	☐	☐	☐	☐
f. consultation with the teacher-coordinator on any change in the student's placement	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
18. The teacher explained the training agreement thoroughly to all parties	☐	☐	☐	☐	☐	☐
19. The training agreement was filled out completely and accurately	☐	☐	☐	☐	☐	☐
20. The teacher had all parties sign the training agreement	☐	☐	☐	☐	☐	☐
21. The teacher gave copies of the completed training agreement to all parties	☐	☐	☐	☐	☐	☐
22. The teacher's training plan form was consistent with any state specifications	☐	☐	☐	☐	☐	☐
23. The teacher's training plan form provided space for the following information:						
a. student's career objective	☐	☐	☐	☐	☐	☐
b. DOT or USOE code number and occupation description	☐	☐	☐	☐	☐	☐
c. job for which student was being hired	☐	☐	☐	☐	☐	☐
d. broad occupational areas of training	☐	☐	☐	☐	☐	☐
e. specific learning experiences	☐	☐	☐	☐	☐	☐
f. where each competency will be covered: in school, on the job, or both	☐	☐	☐	☐	☐	☐
g. student progress or evaluation ratings	☐	☐	☐	☐	☐	☐
h. related resources or references to be used	☐	☐	☐	☐	☐	☐
24. The training plan was developed jointly by the teacher-coordinator and the employer or on-the-job instructor	☐	☐	☐	☐	☐	☐
25. The teacher-coordinator got input in developing the training plan from the following sources:						
a. the student	☐	☐	☐	☐	☐	☐
b. the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, or other documents	☐	☐	☐	☐	☐	☐
c. a job analysis	☐	☐	☐	☐	☐	☐
d. the advisory committee	☐	☐	☐	☐	☐	☐
26. The training plan specified which competencies would be covered in school and which on the job	☐	☐	☐	☐	☐	☐
27. Both general occupational training and specific experiences were listed in the training plan	☐	☐	☐	☐	☐	☐
28. All experiences outlined in the training plan were related to the student's career objective	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module.
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out."
- That the module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: **No attempt** was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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